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ABSTRACT

The guide consists of behaviorally stated, developmentally sequenced curriculum objectives for mentally retarded students from preprimary through high school levels. Five major sections present detailed skill objectives in the following areas: (1) basic academic skills (motor development, perceptual development, language development, reading, mathematics, time and calendar, measurement, money, writing, spelling, study skills, and physical education); (2) personal and social awareness (self-identity; interpersonal relations; health, safety, and first aid; social science; and natural science); (3) life skills (daily living skills, household skills, travel, community skills); (4) career education (work habits, career exploration, career preparation); (5) leisure time activities (outdoor recreation; indoor recreation; arts, crafts, and hobbies; public recreational activities). (JW)

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CURRICULUM GUIDE

1985

EC 210265

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ACKNOWLEDGEMENTS

The Gwinnett County Public Schools, through its Department of Special Education, has made a concerted effort to address and meet the pressing needs of the school system's educably mentally handicapped (EMH) students. To this end, the EMH Curriculum Guide was developed under the direction of Dr. Jon M. Saulson in 1984.

The process of development for the EMH Curriculum Guide was:

1983 - 1984

1) evaluate the needs of the students/parents/teachers;
2) evaluate the current county curriculum programming;
3) study the current curriculum trends through college and university contacts;
4) review curriculum guides already in use in the metro-Atlanta area as well as a variety of guides in use across the nation; and,
5) summarize, compile and edit findings and ideas to put forth in the EMH Curriculum Guide.

1984 - 1985

1) implement the curriculum;
2) develop a four-year high school plan for students/parents to plan long-range for graduation;
3) develop an evaluation system for curriculum mastery;
4) develop levels of curriculum expectations for student progression through primary - elementary - intermediate - middle school - high school; and,
5) work with parents/students/agencies/private sector for a system of transitioning for post-school adjustment.

There was hope that the Curriculum Guide would ease concerns including:

1) a need for a comprehensive educational planning guide from pre-primary through nigh school;

2) a need for the guide to encompass the range of abilities in students from moderately handicapped self-contained to mildly handicapped resource;

3) a need for the guide to contain the basics of an academic approach while emphasising a shift to a more functional academic approach to achieve student self-sufficiency and independence;

4) the establishment of open lines of communication to foster cooperation and coordination among teachers to ease in the transition of students from class to class and from level to level in order to better ensure program continuity and program delivery; and,

5) to allow for teacher freedom, individuality and creativity while adhering to the tenants of the curriculum guide.

The EMH Curriculum Guide, as a final product, could not have been accomplished without the support of William E. Shubert, Director of Special Education. Those individuals who deserve the most recognition are:

Dr. Jon M. Saulson	Special Education Consultant
Fran Bower	Teacher Knight Elementary
Darlene Cain	Teacher North Gwinnett High
Kim Folsom	Teacher Lanier Middle
Penny Foote	Teacher Shiloh Middle
Terry Nale	Teacher Knight Elementary
Marsha Oxford	Teacher Bethesda Elementary
Wendy Peterson	Teacher Berkeley Lake Elementary
Kathy Pittman	Teacher Sweetwater Middle
Cathy Pugh	Teacher Lawrenceville Elementary
Cathy Taylor	Teacher Bethesda Elementary
Jean Shapiro	Teacher Central Gwinnett High

PHILOSOPHY

The Gwinnett County Public Schools program for the educably mentally handicapped is based on the premise that all children, despite any differences and/or limitations, have the same fundamental academic, social, emotional, and physical needs and aspirations. To define a student's potential based on stereotypic labels that focus on these differences and/or limitations is to obscure that student's individuality and possibly restrict their educational growth and performance. Therefore, educating students, teachers, parents, and community members to respect the dignity of all children is a primary program goal.

INTRODUCTION

The purpose of this EMH Curriculum Guide is to provide a framework in which to better program, educationally, for the educably mentally handicapped students in the Gwinnett County Public Schools. Keep in mind that this document is just what its title say it is - a "Guide". It is no more and no less than that.

The guide is intended to provide:

1) comprehensive planning for students in the pre-primary grades through graduation from high school;

2) a wide-range of objectives to encompass the varying abilities and potential of the individual students;

3) both an academic approach based around the main objectives presented in the county adopted curriculum for non-handicapped students as well as a more functional approach based around the main objectives presented during individualized educational plan (IEP) development;

4) a community-based approach to academic and non-academic education to better promote student achievement of transfer in concepts for self-sufficiency and independence;

5) a method of fostering better communication, cooperation and coordination among teachers and parents for the transition of students from one class to another and from one level to another in ensuring program continuity and delivery; and,

6) a developmental sequence in the objectives for continued student progress.

The guide does provide the needed framework for the teacher in which the class and program is centered. However, the guide does not limit the teacher in terms of:

1) freedom and individuality in teaching style;

2) freedom and individuality in teaching materials;

3) freedom and individuality in teaching emphasis; and,

4) creativity.

The guide may be used directly, and or indirectly, in formualting the short term objectives for an IEP. In Gwinnett County, the teachers for the Educably Mentally Handicapped program use the number referencing system in the guide (along with the statements) for actual short term objective writing. This method further ensures program continuity for the students if they move within the county and/or from one level to the next.

Teachers are also encouraged to formulate their own short term objectives based on each student's particular needs if the needs were not addressed in the guide. Many of the school system's teachers in the EMH program have developed units of instruction to "pull together" many, otherwise, singularly stated objectives. This has been extremely effective and has been shared among the teaching staff.

*(sample IEP short term objective formulation)

Basic Academic Skills

Reading

1. 4.64 Christine will read for school assignments
1. 4.66 Christine will read newspapers, magazines and a telephone directory
1. 4.68 Christine will select and read various reading materials

Mathematics

1. 5.24 Christine will review multiplication facts and multiplication problems
1. 5.25 Christine will divide by 1 and 2 digit numbers with and without remainders
1. 5.28 Christine will divide a whole into fractional parts

Measurement

1. 7. 8 Christine will equate different measures
(3 ft. to 1 yd.)
(36 in. to 1 yd.)

Money

1. 8.21 Christine will demonstrate knowledge of savings accounts
1. 8.22 Christine will demonstrate knowledge of checking accounts

Writing

1. 9.22 Christine will write and form paragraphs in cursive

Spelling
1.10.16 Christine will spell words from basic lists

Physical Education
1.12.15 Christine will demonstrate skills necessary to play designated sports

Personal and Social Awareness
Self Identity
2. 1. 8 Christine will develop realistic goals for now and the future
2. 1.10 Christine will consider needs/differences of others

Interpersonal Relations
2. 2.16 Christine will handle unfamiliar or new situations with ease and maturity

Life Skills
Community Skills (see Community Skills Training Guide)
Christine will participate in community skills training for:
3. 4._ _

Christine will participate in pre-vocational training in School Food Nutrition under my direct and indirect supervision.

Christine will participate in unit activities that involve current events, social studies, health, science.

*(end sample IEP)

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1.0.0

BASIC ACADEMIC SKILLS

Definition

Basic Skills refer to fundamental or essential skills and concepts identified under the curriculum headings of motor development, language, reading, mathematics, etc.

Rationale for Instruction

In order to meet the everyday demands of living independently and in the community, the student must learn to move, read, speak, listen, write, spell, and compute with reasonable skill and accuracy. The area of basic skills focuses on communication. Communication is essential to individual growth and achievement; for the student with a learning problem, the ability to communicate enhances both association with and acceptance by adults and peers. The basic skills presented in this section are the tools which will lead the student toward achieving goals in other curriculum areas.

BASIC ACADEMIC SKILLS

1. 1.0 Motor Development

    Gross-Motor
    Fine-Motor

1. 2.0 Perceptual Development

    Visual Perception
    Auditory Perception

1. 3.0 Language Development

    Receptive Language
    Expressive Language

1. 4.0 Reading

    Reading Foundations
    Reading Recognition
    Reading Skill
    Reading Comprehension

1. 5.0 Mathematics

    Mathematic Foundations
    Mathematic Operations
    Mathematic Fractions
    Mathematic Decimals

1. 6.0 Time and Calendar

1. 7.0 Measurement

1. 8.0 Money

1. 9.0 Writing

1.10.0 Spelling

1.11.0 Study Skills

1.12.0 Physical Education

1.1.0 Motor Development

Gross-Motor

1.1. 1 walks forward

1.1. 2 walks backward

1.1. 3 walks sideways

1.1. 4 walks in a circle

1.1. 5 walks on toes

1.1. 6 runs forward

1.1. 7 hops on each foot

1.1. 8 pivots on each foot

1.1. 9 jumps forward and backward

1.1.10 jumps forward and backward over an object

1.1.11 climbs and descends stairs alternating feet

1.1.12 rolls ball

1.1.13 bounces ball

1.1.14 throws ball

1.1.15 catches ball

1.1.16 kicks a kickball

1.1.17 bats a softball

1.1.18 additional:

Fine-Motor

1.1.19 holds scissors correctly

1.1.20 opens and closes scissors

1.1.21 holds material while cutting

1.1.22 cuts on straight lines

1.1.23 cuts on angled lines

1.1.24 cuts on curved lines

1.1.25 builds/stacks with blocks

1.1.26 hammers tacks/nails

1.1.27 screws/unscrews objects

1.1.28 puts pegs in a pegboard

1.1.29 strings beads

1.1.30 laces and strings objects

1.1.31 folds paper as specified

1.1.32 additional:

1.2.0 Perceptual Development

Visual Perception

1.2. 1 develops lateral eye movement

1.2. 2 locates specified objects

1.2. 3 sorts and classifies objects

1.2. 4 recognizes differences in objects

1.2. 5 identifies shapes regardless of size, color or texture.

1.2. 6 locates body parts

1.2. 7 demonstrates figure completion

1.2. 8 demonstrates directionality

1.2. 9 develops spatial relationships

1.2.10 additional:

Auditory Perception

1.2.11 identifies common animal sounds

1.2.12 identifies common musical sounds

1.2.13 identifies common outdoor sounds

1.2.14 identifies common household sounds

1.2.15 identifies loud/soft sounds

1.2.16 identifies high/low sounds

1.2.17 identifies near/far sounds

1.2.18 identifies emergency sounds

1.2.19 additional:

1.3.0 Language Development

Receptive Language

1.3. 1 follows simple directions

1.3. 2 identifies direction

1.3. 3 identifies objects

1.3. 4 performs 2 related tasks

1.3. 5 performs 2+ unrelated tasks

1.3. 6 performs 2 unrelated tasks

1.3. 7 performs 2+ unrelated tasks

1.3. 8 additional:

Expressive Language

1.3. 9 imitates sounds of vowels/consonants

1.3.10 volunteers sounds of vowels/consonants

1.3.11 blends sounds

1.3.12 imitates words/word chains

1.3.13 volunteers words/word chains

1.3.14 verbalizes simple sentences and expresses needs

1.3.15 provides short responses to questions

1.3.16 provides multiple words responses to questions

1.3.17 verbalizes more complex sentences

1.3.18 chains sentences

1.3.19 relays information

1.3.20 asks questions

1.3.21 talks about experiences

1.3.22 sequences thoughts into sentence patterns

1.3.23 uses correct grammar

1.3.24 discriminates between loud/soft oral sounds

1.3.25 modulates voice according to room size, number of listeners and distance from listeners

1.3.26 additional:

1.4.0 Reading

Reading Foundations

1.4. 1 names colors

1.4. 2 names body parts

1.4. 3 matches shapes

1.4. 4 distinguishes like/unlike objects

1.4. 5 matches numbers

1.4. 6 matches letters

1.4. 7 distinguishes like/unlike numbers and letters

1.4. 8 understands basic spatial relationships

a) up/down
b) top/bottom
c) over/under/on
d) first/last/next/between
e) on/off
f) near/far
g) before/after
h) other:

1.4. 9 marks named picture with a group of pictures

1.4.10 marks items specified in a sentence

1.4.11 demonstrates left-to-right reading movement

1.4.12 recites alphabet in proper sequence

1.4.13 finds specified letters of the alphabet

1.4.14 reads specified letters of the alphabet

1.4.15 identifies specified upper case letters

1.4.16 identifies specified lower case letters

1.4.17 pairs upper and lower case letters

1.4.18 matches single words

1.4.19 finds single words

1.4.20 additional:

Reading Recognition

1.4.21 reads single words

1.4.22 matches 2+ word phrases

1.4.23 finds 2+ word phrases

1.4.24 reads 2+ word phrases

1.4.25 matches words with pictures/objects

1.4.26 finds words with pictures/objects

1.4.27 reads words related to pictures/objects

1.4.28 matches words related to numbers

1.4.29 finds words related to numbers

1.4.30 reads words related to numbers

1.4.31 reads selections of essential vocabulary words

a) signs
b) directions
c) safety
c) survival

1.4.32 reads language-experience stories

1.4.33 reads words in stories

1.4.34 understands restaurant vocabulary and reads a menu

1.4.35 understands supermarket vocabulary

1.4.36 understands drugstore vocabulary

1.4.37 understands basic health and medical vocabulary

1.4.38 reads/follows directions on labels

1.4.39 reads/follows directions on recipes

1.4.40 reads/completes basic applications

1.4.41 demonstrates skills of phonetic analysis

a) sounds consonants
b) sounds vowels
c) sounds blends
d) sounds digraphs

1.4.42 additional:

Reading Skill

1.4.43 reads to decode words

1.4.44 participates in a reading series

1.4.45 demonstrated knowledge and use of root word additions and abbreviations

a) prefixes
b) suffixes

1.4.46 gives plural forms

1.4.47 adds correct endings to words

1.4.48 changes spelling in using correct word endings

1.4.49 uses clues in reading

1.4.50 additional:

Reading Comprehension

1.4.51 relates events of stories

1.4.52 relates steps in process

1.4.53 identifies sequence of ideas/events

1.4.54 identifies main idea

1.4.55 identifies possible sub-headings

1.4.56 relates cause and effect relationships

1.4.57 distinguishes between statements of fact and fiction

1.4.58 relates anticipated outcomes

1.4.59 relates reactions and motives of story characters

1.4.60 draws inferences

1.4.61 draws conclusions

1.4.62 summarizes

1.4.63 demonstrates increased reading speed without negatively effecting reading accuracy and comprehension

1.4.64 reads for school assignments

1.4.65 reads modified driver's education manual

1.4.66 reads newspaper, magazine and telephone directory

1.4.67 reads for entertainment

1.4.68 selects/reads various reading materials

1.4.69 additional:

1.5.0 Mathematics

Mathematic Foundations

1.5. 1 matches geometric shapes

1.5. 2 locates geometric shapes

1.5. 3 names geometric shapes

1.5. 4 matches like numbers

1.5. 5 matches equivalent sets

1.5. 6 identifies unequal sets

1.5. 7 counts by rote

a) 1 to 10
b) 1 to 20
c) 1 to 50
d) 1 to 100
e) 1 to 1000

1.5. 8 counts in groups

a) by tens to 100
b) by fives to 100
c) by twos to 100
d) by twenty-fives to 100
e) by fifties to 100

1.5. 9 counts to and from a specified number

1.5.10 counts forward

1.5.11 counts backward

1.5.12 counts given objects

1.5.13 states names of numerals

a) 1 to 10
b) 10 to 20
c) 20 to 50
d) 50 to 100

1.5.14 sequences numerals

a) 1 to 10
b) 10 to 20
c) 20 to 50
c) 50 to 100

1.5.15 writes numerals in sequence

a) 1 to 10
b) 10 to 20
c) 20 to 50
d) 50 to 100

1.5.16 identifies greater ( ) or lesser ( ) of two numbers (1 to 100)

1.5.17 identifies greater or lesser of two numbers (100+)

1.5.18 additional:

Mathematic Operations

1.5.19 recognizes math symbols

a) +
b) -
c) =
d) x
e) ÷

1.5.20 recognizes math words

a) add
b) subtract
c) equal
d) multiply
e) divide

1.5.21 demonstrates knowledge of a calculator

1.5.22 solves addition problems

a) writes total after counting objects
b) adds to a number (1 to 10) and finds sum
c) adds 2 digit numbers without regrouping
d) adds 2+ digit numbers with regrouping
e) adds 3+ columns and finds sum

1.5.23 solves subtraction problems

a) subtracts 1 from (1 to 10) and finds answer
b) subtracts 2 digit numbers without regrouping
c) subtracts 2+ digit numbers with regrouping

1.5.24 solves multiplication problems

a) multiplies by 1
b) multiplies by 2's
c) multiplies by 3's
d) multiplies by 4's

1.5.25 solves division problems

a) divides by 1
b) divides by 2's
c) divides by 3's
d) divides by 4's
e) divides by 5's
f) divides by 6's
g) divides by 7's
h) divides by 8's
i) divides by 9's
j) divides by 10's
k) divides by 1 digit number without remainders
l) divides by 1 digit number with remainders
m) divides by 2+ digit numbers without remainders
n) divides by 2+ digit numbers with remainders

1.5.26 solves problems with use of a calculator

1.5.27 additional:

Mathematic Fractions

1.5.28 divides a whole into fractional parts

1.5.29 interprets the functions of a numerator and denominator

1.5.30 adds fractions

a) like fractions
b) unlike fractions
c) mixed numbers

1.5.31 subtracts fractions

a) like fractions
b) unlike fractions
c) mixed numbers

1.5.32 multiplies fractions

a) like fractions
b) unlike fractions
c) mixed numbers

1.5.33 divides fractions

a) like fractions
b) unlike fractions
c) mixed numbers

1.5.34 reduces fractions to lowest terms

1.5.35 converts whole numbers to fractions/mixed numbers

1.5.36 converts fractions/improper fractions to whole/mixed numbers

1.5.37 additional:

Mathematic Decimals

1.5.38 recognizes decimal as part of a whole number

1.5.39 solves decimal problems

a) adds decimals and/or with decimals
b) subtracts decimals and/or wuth decimals
c) multiplies decimals and/or with decimals
d) divides decimals and/or with decimals

1.5.40 additional:

1.6.0 Time and Calendar

1.6. 1 tells time

a) to the hour
b) to the half-hour
c) to the quarter hour
d) by five minutes
e) to the minute

1.6. 2 adds time

1.6. 3 subtracts time

1.6. 4 writes time

a) to the hour
b) to the half-hour
c) to the quarter hour

1.6.5 interprets terms involving time

a) a.m./p.m.
b) yesterday, today, tomorrow, last night
c) common time expressions

1.6. 6 names days of the week in sequence

1.6. 7 names months of the year in sequence

1.6. 8 tells number of days in a week

1.6. 9 tells general number of days in a month

1.6.10 tells general number of weeks in a month

1.6.11 tells number of months in a year

1.6.12 tells seasons of the year

1.6.13 tells number of days in a year

1.6.14 identifies major holidays and special personal events

1.6.15 reads days of the week

1.6.16 reads months of the year

1.6.17 reads number of days/weeks in a specified month

1.6.18 reads calendar to solve a problem

1.6.19 writes days of the week in sequence

1.6.20 writes months of the year in sequence

1.6.21 writes complete date

1.6.22 writes abbreviations for days/months

1.6.23 demonstrates ability to use/set a clock

1.6.24 demonstrates ability to plan events on a personal calendar

1.6.25 additional:

1.7.0 Measurement

1.7. 1 recognizes a ruler and yardstick

1.7. 2 locates specified measurements on yardstick

a) yard
b) foot
c) inch

1.7. 3 locates specified measurements on a ruler

a) inch
b) ½ inch
c) ¼ inch
d) 1/8 inch

1.7. 4 identifies various linear measures

a) mile
b) ½ mile

1.7. 5 identifies various weight measures

a) ounce
b) sound
c) ton
d) spoon (tea, table)
e) cup
f) pint
g) half-gallon
h) gallon

1.7. 6 identifies temperature on a thermometer

1.7. 7 differentiates between weather/medical thermometers

1.7. 8 equates different measures

a) 12 inches to 1 foot
b) 3 feet to 1 yard
c) 36 inches to 1 yard
d) 16 ounces to 1 pound
e) 12 objects to 1 dozen
f) additional:

1.7. 9 uses various measuring instruments

1.7.10 understands common comparative measurement expressions

1.7.11 understands/writes various measures and weights

1.7.12 understands/writes abbreviations for various measures and weights

1.7.13 additional:

1.8.0 Money

1.8. 1 matches similar coins

1.8. 2 finds specified coins in a group

1.8. 3 names coins

1.8. 4 matches similar currency

1.8. 5 finds specified currency in a group

1.8. 6 names currency

1.8. 7 counts coins

1.8. 8 counts currency

1.8. 9 counts combination of coins and currency

1.8.10 identifies various combinations of coins for given amounts

1.8.11 identifies various combinations of currency for given amounts

1.8.12 identifies various combinations of coins and currency for given amounts

1.8.13 provides coins to cover purchase

1.8.14 counts change to equal purchase price

1.8.15 provides currency to cover purchase

1.8.16 counts currency to equal purchase price

1.8.17 provides coins and currency to cover purchase

1.8.18 counts coins and currency to equal purchase price

1.8.19 states correct change from a purchase

1.8.20 understands expressions of ¢ and $

1.8.21 demonstrates knowledge of savings accounts

1.8.22 demonstrates knowledge of checking accounts

1.8.23 understands/writes abbreviations for various monetary expressions

1.8.24 solves for problems involving money

1.8.25 additional:

1.9.0 Writing

1.9. 1 holds writing instruments correctly

1.9. 2 performs pre-writing exercises

1.9. 3 traces around objects

1.9. 4 traces over dotted lines

1.9. 5 copies straight lines

1.9. 6 copies curved lines

1.9. 7 copies numbers and letters

1.9. 8 uses correct spacing between letters/words

1.9. 9 uses correct sizing in numbers and letters

1.9.10 prints numbers and letters without a model

1.9.11 prints personal information

1.9.12 prints words from verbal cue

1.9.13 forms sentences

1.9.14 forms paragraphs

1.9.15 forms cursive letters

1.9.16 converts printed letters to cursive letters

1.9.17 uses correct spacing between letters/words

1.9.18 uses correct sizing in letters/words

1.9.19 writes personal information

1.9.20 writes words from verbal cue

1.9.21 forms sentences

1.9.22 forms paragraphs

1.9.23 conducts personal informal and/or formal writing

1.9.24 demonstrates basic typing skills

1.9.25 additional:

1.10.0 Spelling

1.10. 1 demonstrates knowledge of basic reading skills

1.10. 2 identifies similarities in written words

1.10. 3 identifies differences in written words

1.10. 4 spells name correctly

1.10. 5 spells initial sound of specified words

1.10. 6 spells ending sound of specified words

1.10. 7 spells initial clusters of specified words

1.10. 8 spells personal information

1.10. 9 spells color words

1.10.10 spells body parts

1.10.11 spells selections of essential vocabulary words

a) signs
b) directions
c) safety
d) survival

1.10.12 spells number words

1.10.13 spells days of the week and months of the year

1.10.14 spells words with plurals and endings

1.10.15 spells words with prefixes and suffixes

1.10.16 spells words from basic spelling lists

1.10.17 spells/writes words independently

1.10.18 spells/writes for sentence and paragraph information

1.10.19 additional:

1.11.0 Study Skills

1.11. 1 alphabetizes by first letter

1.11. 2 alphabetizes words

1.11. 3 locates specified words in dictionary

1.11. 4 uses table of contents

1.11. 5 uses index to locate information

1.11. 6 uses reference materials

1.11. 7 locates headings and sub-headings of topics

1.11. 8 identifies key elements in materials

1.11. 9 uses resource people

1.11.10 exhibits various test-taking skills

1.11.11 additional:

1.12.0 Physical Education

1.12. 1 demonstrates strength

1.12. 2 demonstrates power

1.12. 3 demonstrates endurance

1.12. 4 demonstrates agility

1.12. 5 demonstrates flexibility

1.12. 6 demonstrates speed

1.12. 7 demonstrates balance

1.12. 8 demonstrates coordination

1.12. 9 passes standard test of physical performance

1.12.10 demonstrates skill with various equipment

1.12.11 participates in stunts and tumbling activities

1.12.12 demonstrates ability to play games

1.12.13 demonstrates ability to cooperate with others

1.12.14 demonstrates ability in rhythmic activities

1.12.15 demonstrates skills necessary to play sports

1.12.16 takes turns in games/sports

1.12.17 follows rules of games/sports

1.12.18 abides by game/sport decisions of officials

1.12.19 demonstrates acceptable winning/losing behavior

1.12.20 additional:

2.0.0

PERSONAL AND SOCIAL AWARENESS

Definition

Personal and Social Awareness refers to understanding and accepting oneself and getting along with others. Emphasis is placed on behavior which improves interaction with family, friends, neighbors, and community members. Goals for personal and social awareness focus on the development of personal skills in these areas plus health, safety, first aid, and the sciences.

Rationale for Instruction

The key to effective social adjustment is learning to understand oneself and how to get along with others, and skills in the area of personal and social awareness are essential. The school helps the student to understand personal behavior, develop a social outlook, and achieve social skills which enable the student to interact effectively with others. Too, since attitude affects one's performance, it is important that the school help the student gain self-respect, as well as an understanding and respect for others and their environment.

2.0.0

PERSONAL AND SOCIAL AWARENESS

2.1.0 Self Identity

2.2.0 Interpersonal Relations

2.3.0 Health, Safety and First Aid

- Health
- Safety
- First Aid

2.4.0 Social Science

2.5.0 Natural Science

- Life Science
- Earth Science
- Physical Science

2.1.0 Self Identity

2.1. 1 recognizes self as part of a larger group

2.1. 2 provides personal information orally

2.1. 3 provides personal information writing

2.1. 4 identifies personal strengths/weaknesses

2.1. 5 identifies similarities/differences with others

2.1. 6 verbalizes wishes and desires

2.1. 7 demonstrates ability to make decisions

2.1. 8 develops realistic goals

2.1. 9 improves self/performance based on evaluation by others

2.1.10 considers needs/differences of others

2.1.11 plans for future events

2.1.12 practices common courtesies

2.1.13 plans for post-school adjustment

2.1.14 plans for independent and/or sheltered employment/ living after leaving school

2.1.15 additional:

2.2.0 Interpersonal Relations

2.2. 1 makes eye contact

2.2. 2 demonstrates appropriate non-verbal cues

a) facial expression
b) body posture
c) personal space
c) gestures

2.2. 3 uses appropriate voice tone

2.2. 4 recognizes importance of others

2.2. 5 demonstrates positive physical contact

2.2. 6 respects property/privacy of others

2.2. 7 demonstrates knowledge of role in a larger group

2.2. 8 participates/cooperates with others

2.2. 9 respects authority

2.2.10 invites others to participate in activities

2.2.11 accepts/provides assistance

2.2.12 requests assistance from reliable sources

2.2.13 converses appropriately with others

2.2.14 accepts responsibility and is dependable

2.2.15 handles conflicts appropriately

2.2.16 additional:

2.3.0 Health, Safety and First Aid

Health

2.3. 1 identifies parts of the body

2.3. 2 describes the function of body organs

2.3. 3 describes the function of body systems

2.3. 4 demonstrates knowledge of the five senses

2.3. 5 demonstrates skills necessary to keep the body clean

2.3. 6 demonstrates good personal hygiene

2.3. 7 demonstrates good nutritional habits

2.3. 8 chooses meals/foods carefully

2.3. 9 demonstrates understanding of weight-control

2.3.10 demonstrates understanding of the need for healthy physical activity

2.3.11 demonstrates understanding of the need for rest and sleep

2.3.12 determines potential outdoor dangers to personal health

2.3.13 identifies potential dangers of certain substances

2.3.14 demonstrates a knowledge of habit-forming substances

2.3.15 demonstrates knowledge of specified colds, ailments and diseases

2.3.16 demonstrates knowledge of caring for medical needs

2.3.17 demonstrates knowledge of caring for oral/dental needs

2.3.18 demonstrates knowledge of appropriate behavior in emergency health-related situations

2.3.19 identifies own sex

2.3.20 dresses appropriately

2.3.21 uses correct restrooms

2.3.22 identifies peer relationships with same sex

2.3.23 identifies peer relationships with opposite sex

2.3.24 identifies/cares for maturational changes in the body

2.3.25 describes changes in voice

2.3.26 explains reasons for increased independence with maturity

2.3.27 explains attraction to opposite sex

2.3.28 explains effects of peer pressure

2.3.29 identifies various emotions

2.3.30 describes personal feelings

2.3.31 exhibits appropriate contact

2.3.32 attends activities with mixed-group

2.3.33 demonstrates knowledge of appropriate social relationships

2.3.34 demonstrates responsible attitude in decision-making, social planning and sexual activity

2.3.35 demonstrates awareness of reproduction and birth

2.3.36 demonstrates awareness of topics in family planning

2.3.37 recognizes need for privacy

2.3.38 additional:

Safety

2.3.39 explains meanings of common danger labels

2.3.40 identifies hazards of closed containers

2.3.41 identifies electrical and gas safety hazards

2.3.42 understands directions for using household chemicals

2.3.43 identifies common hazards related to falls

2.3.44 explains safety codes for fire hazards

2.3.45 demonstrates knowledge of emergency and planned exits

2.3.46 follows procedures for emergency drills

2.3.47 uses equipment/materials safely

2.3.48 reports accidents and emergencies

2.3.49 obeys bicycle and traffic rules

2.3.50 recognizes safe/unsafe plan and work areas/equipment

2.3.51 recognizes the dangers of accompanying strangers

2.3.52 communicates whereabouts

2.3.53 identifies common community safety signs

2.3.54 demonstrates ability to contact help in emergencies

2.3.55 additional:

First Aid

2.3.56 demonstrates knowledge of care for shock

2.3.57 demonstrates knowledge of care for bleeding

2.3.58 demonstrates knowledge of care for breathing

2.3.59 demonstrates knowledge of care for poisoning

2.3.60 understands care for broken bones

2.3.61 understands care for burns

2.3.62 understands the need for rescue

2.3.63 understands care for serious illness

2.3.64 understands care for cuts, infection and illness

2.3.65 understands care for snake, animal and insect bites

2.3.66 understands care for exposure

2.3.67 understands concern for electric, water and special safety problems

2.3.68 additional:

2.4.0 Social Science

2.4. 1 demonstrates awareness of environment

2.4. 2 verbalizes information about school/community events

2.4. 3 verbalizes information about current events

2.4. 4 recognizes differences in people, land and cultures

2.4. 5 demonstrates knowledge of famous Americans

2.4. 6 demonstrates an awareness of United States traditions, customs, values and events

2.4. 7 demonstrates an awareness of our government's structure

2.4. 8 demonstrates an awareness of a citizen's/society's rights, responsibilities and priviledges

2.4. 9 demonstrates knowledge of various modes of transportation

2.4.10 demonstrates a basic knowledge of different peoples, lands and cultures

2.4.11 demonstrates knowledge of local geography

a) community
b) city
c) county
d) state
e) country

2.4.12 demonstrates knowledge of basic map/globe skills

2.4.13 demonstrates knowledge of basic world geography

a) continents
b) oceans
c) hemispheres
d) countries

2.4.14 demonstrates basic historical knowledge of the county

2.4.15 demonstrates basic historical knowledge of the state

2.4.16 demonstrates an awareness of international relations

2.4.17 exhibits an ability to keep informed about social science news

2.4.18 additional:

2.5.0 Natural Science

Life Science

2.5. 1 classifies living things into plant/animal groups

2.5. 2 identifies various plants/animals

2.5. 3 groups similar plants/animals

2.5. 4 demonstrates knowledge of where various plants/animals live and the various forms of life

2.5. 5 demonstrates knowledge of how various plants/animals grow and change

2.5. 6 demonstrates knowledge of how various animals move

2.5. 7 identifies various parts of a plant and how they function

2.5. 8 identifies various parts of an animal and how they function

2.5. 9 demonstrates knowledge of variety in plants/animals

2.5.10 demonstrates knowledge of needs for various plants/animals

2.5.11 demonstrates knowledge of how various plants/ animals interact

2.5.12 demonstrates knowledge of how various plants/ animals live, survive and adapt

2.5.13 demonstrates knowledge of why various plants/ animals fail to survive and/or become extinct

2.5.14 demonstrates knowledge of how various plants/ animals reproduce

2.5.15 demonstrates a basic knowledge of heredity

2.5.16 demonstrates a basic knowledge of evaluation

2.5.17 demonstrates knowledge of population growth and related problems

2.5.18 demonstrates knowledge of a web of life

2.5.19 recognizes concern about the environment

2.5.20 demonstrates knowledge of man as an animal

2.5.21 demonstrates knowledge of the various body systems and senses

2.5.22 identifies smaller units of life (cell)

2.5.23 identifies parts and use of a microscope

2.5.24 demonstrates a basic knowledge of human reproduction

2.5.25 additional:

Earth Science

2.5.26 demonstrates awareness of the environment

2.5.27 demonstrates knowledge of weather and its changes

2.5.28 demonstrates knowledge of temperature and its changes

2.5.29 demonstrates knowledge of season and their changes

2.5.30 demonstrates knowledge of various climatic and weather conditions

2.5.31 demonstrates knowledge of wind

2.5.32 demonstrates knowledge of wind's properties and effects

2.5.33 demonstrates knowledge of water

2.5.34 demonstrates knowledge of water's properties and effects

2.5.35 demonstrates knowledge of air and it's properties

2.5.36 demonstrates knowledge of rocks and minerals

2.5.37 demonstrates knowledge of rock/mineral formation and changes

2.5.38 demonstrates knowledge of soils and their formation

2.5.39 demonstrates knowledge of erosion

2.5.40 demonstrates knowledge of earth formations and forces of change

2.5.41 demonstrates knowledge of bodies of water

2.5.42 demonstrates knowledge of bodies of water formation and forces of change

2.5.43 demonstrates knowledge of the solar system and it's properties

2.5.44 demonstrates knowledge of space travel

2.5.45 additional:

Physical Science

2.5.46 demonstrates a basic knowledge of sound and it's properties

2.5.47 demonstrates a basic knowledge of light and it's properties

2.5.48 demonstrates a basic knowledge of color and it's properties

2.5.49 demonstrates knowledge of simple machines

2.5.50 demonstrates knowledge of the importance and function of machines

2.5.51 classifies various simple/complex machines

2.5.52 demonstrates a basic knowledge of work in relation to machines

2.5.53 demonstrates a basic knowledge of matter and it's forms

2.5.54 demonstrates knowledge for changing the form of matter

2.5.55 demonstrates a basic knowledge of heat and other forms of energy

2.5.56 demonstrates knowledge of magnets and magnetism

2.5.57 demonstrates a basic understanding of electricity

2.5.58 demonstrates a basic understanding of chemicals and chemistry

2.5.59 develops an awareness of smaller properties of materials

2.5.60 additional:

3.0.0

LIFE SKILLS

Definition

Living in the Environment addresses daily living skills a student needs in order to manage affairs at home, in school, and in the community. Goals for living in the environment focus on the attainment of practical skills in such areas as cooking, household maintenance, travel and community skills.

Rationale for Instruction

An individual must develop various skills required to perform normal activities on a day-to-day basis in order to live independently. Too, since the school is concerned with helping the student achieve skills in all areas of learning, curriculum needs to stress goals which are related to "total" living. For the student with a learning problem, more extensive education may be needed in areas of personal development, and the home environment serves an important function in this area. It follows that the most meaningful program will be one in which the parent and teacher cooperate toward achieving similar goals.

3.0.0

LIFE SKILLS

3.1.0 Activities of Daily Living

- Toileting Skills
- Eating Skills
- Dressing Skills
- Grooming/Hygiene Skills

3.2.0 Household Skills

- Household Maintenance
- Household Preparation

3.3.0 Travel

3.4.0 Community Skills, Services and Media

- Community Skills
- Community Services
- Community Media

3.1.0 Activities of Daily Living

Toileting Skills

3.1. 1 demonstrates ability to

a) maintain balance
b) move to toilet area
c) sit supported
d) sit unsupported

3.1. 2 demonstrates ability to enter/exit bathroom area appropriately

3.1. 3 remains dry and/or unsoiled until taken to toilet

3.1. 4 remains dry and/or unsoiled until going to toilet unassisted

3.1. 5 demonstrates ability to flush toilet and clean self

3.1. 6 additional:

Eating Skills

3.1. 7 demonstrates ability to:

a) hold head erect/steady
b) hold food in mouth
c) swallow
d) chew solid food
e) bring hand to mouth

3.1. 8 feeds self with fingers

3.1. 9 drinks from cup

3.1.10 feeds self with utensils

3.1.11 uses napkin

3.1.12 pours liquids

3.1.13 serves food

3.1.14 eats properly with a group

3.1.15 passes food to others

3.1.16 demonstrates appropriate table manners

3.1.17 orders food in a restaurant

3.1.18 additional:

Dressing Skills

3.1.19 demonstrated ability to remove

a) shoes
b) socks
c) pants
d) underwear
e) shirt
f) other:

3.1.20 unbuttons clothes

3.1.21 zips/unzips clothes

3.1.22 demonstrates ability to put on

a) socks
b) underwear
c) pants
d) shirt
e) shoes
f) other:

3.1.23 buttons clothes

3.1.24 engages zippers

3.1.25 buckles/unbuckles belts

3.1.26 laces and ties/unties shoes

3.1.27 dresses and matches clothes appropriately

3.1.28 additional:

Grooming/Hygiene Skills

3.1.29 demonstrates ability to wash hands

3.1.30 demonstrates ability to brush teeth

3.1.31 demonstrates ability to wash face

3.1.32 demonstrates proper nasal hygiene

3.1.33 demonstrates ability to shower/bathe

3.1.34 demonstrates ability to shampoo hair

3.1.35 uses deodorant

3.1.36 combs hair

3.1.37 demonstrates ability to shave

3.1.38 demonstrates ability to use feminine hygiene

3.1.39 presents neat and clean appearance daily

3.1.40 additional:

3.2.0 Household Skills

Household Maintenance

3.2. 1 maintains kitchen cleanliness

3.2. 2 operates kitchen equipment for cleaning

a) washer
b) sink
c) other:

3.2. 3 sorts and puts utensils away

3.2. 4 maintains bedroom cleanliness

3.2. 5 puts clothing away

3.2. 6 makes/strips bed

3.2. 7 maintains bathroom cleanliness

3.2. 8 hangs towels/cloth

3.2. 9 replaces bathroom supplies as needed

3.2.10 maintains outdoor cleanliness/order

3.2.11 operates tools/equipment

3.2.12 demonstrates ability to:

a) vacuum/sweep
b) wash/dry
c) clear/store
d) dust/wipe
e) polish
f) empty
g) other:

3.2.13 demonstrates ability to:

a) hang pictures
b) replace bulbs
c) use paint
d) use switches
e) use circuit breaker
f) other:

3.2.14 additional:

Household Preparation

3.2.15 prepares list for shopping

3.2.16 locates items in stores

3.2.17 pays for and stays within budget

3.2.18 stores purchased items

3.2.19 plans meals

3.2.20 prepares foods/meals

a) measures
b) cuts
c) spreads
d) mashes
e) grates
f) sifts
g) mixes/blends/folds
h) other:

3.2.21 demonstrates ability to use kitchen equipment for cooking/storing

a) opener
b) oven
c) stove
d) mixer
e) toaster
f) refrigerator/freezer
g) other:

3.2.22 cares for clothing

a) washer
b) dryer
c) hanger
c) ironing

3.2.23 additional:

3.3.0 Travel

3.3. 1 demonstrates understanding of basic safety procedures and transportation dangers

3.3. 2 demonstrates understanding of various personal transportation modes

3.3. 3 walks on sidewalk

3.3. 4 crosses at corner

3.3. 5 looks before crossing

3.3. 6 uses crosswalk

3.3. 7 recognizes light signals in crossing

3.3. 8 walks on shoulder of road when necessary

3.3. 9 crosses parking lot

3.3.10 demonstrates understanding of procedures and use of personal information during emergencies

3.3.11 demonstrates understanding of left and right

3.3.12 demonstrates understanding of major compass directions

3.3.13 demonstrates understanding of time and distance

3.3.14 finds way around school independently

3.3.15 finds way around community independently

3.3.16 demonstrates safety rules for bicycle riding

3.3.17 demonstrates appropriate passenger behavior in a bus/automobile

3.3.18 observes school bus rules

3.3.19 locates bus stop/station

3.3.20 boards/exits bus properly

3.3.21 travels bus

3.3.22 demonstrates understanding of railway passenger service

3.3.23 demonstrates understanding of airline passenger service

3.3.24 demonstrates understanding of various transportation routes

3.3.25 demonstrates understanding of basic map reading

3.3.26 demonstrates proper communication skills

3.3.27 demonstrates proper use of money

3.3.28 demonstrates appropriate travel planning/packing/budgeting

3.3.29 additional:

3.4.0 Community Skills, Services and Media

Community Skills

3.4. 1 see Community Skills Training - Gwinnett County Public Schools

Community Services

3.4. 2 describes services of police department

3.4. 3 describes services of fire department

3.4. 4 describes services of post office

3.4. 5 describes services of utility companies

3.4. 6 describes community legal services

3.4. 7 describes community social services

3.4. 8 describes community educational/library services

3.4. 9 describes community health services

3.4.10 describes community vocational services

3.4.11 Describes community religious organizations

3.4.12 Describes community recreational services

3.4.13 Describes services of community/state agencies

3.4.14 additional:

Community Media

3.4.15 identifies basic types of telephone calls

3.4.16 operates various types of telephones

3.4.17 uses proper telephone manners for various types of calls

3.4.18 uses telephone directory

3.4.19 writes, addresses and mails a letter

3.4.20 explains a telegram

3.4.21 reads magazines/newspaper

3.4.22 watches television

3.4.23 listens to radio

3.4.24 uses schedules for television/radio tuning

3.4.25 additional:

4.0.0

CAREER EDUCATION

Definition

Career Education refers to habits, attitudes and skills required for success in a given occupation. Goals for career education focus on work orientation, job performance for both in-school and out-of-school work placements, and career exploration.

Rationale for Instruction

Preparation for adult responsibilities should include a decision about one's economic contribution to society, usually as a member of the work force. The school helps the student to develop and reinforce this concept of work through instruction at all levels of the school curriculum. The elementary teacher's expectations in the areas of promptness, responsibility, and task completion help to prepare students for later occupational success; teachers at the intermediate, middle school, and high school levels help reinforce attitudes about work. In addition, the teacher assists the student toward acquiring specific prevocational skills which lead toward independence and employment in the future. Any student, regardless of learning level, has the right to work in a field that is compatible with the student's abilities and offers personal satisfaction as well. In this regard the cooperation of the school and community is essential--teachers, parents, work coordinators, DVR counselors, and employers need to work together to help the student realize full potential for work.

4.0.0

CAREER EDUCATION

4.1.0 Work Habits

4.2.0 Career Exploration

4.3.0 Career Preparation

4.1.0 Work Habits

4.1. 1 demonstrates attending skills

4.1. 2 describes steps in task to be completed

4.1. 3 distinguishes between work and play

4.1. 4 performs task with supervision

4.1. 5 demonstrates task persistence

4.1. 6 completes task based on one oral direction

4.1. 7 completes task based on one written direction

4.1. 8 completes task based on multiple oral directions

4.1. 9 completes task based on multiple written directions

4.1.10 performs task without supervision

4.1.11 signals others when needing assistance

4.1.12 completes regularly assigned tasks in allotted time

4.1.13 demonstrates appropriate work behaviors

4.1.14 demonstrates a high level of accuracy and rate of production in task performance

4.1.15 works for lengthy periods time without negatively effecting accuracy and rate of production

4.1.16 demonstrates ability to move from task to task effectively

4.1.17 communicates basic work needs

4.1.18 uses materials/equipment correctly

4.1.19 returns materials/equipment to appropriate areas

4.1.20 maintains materials/equipment and work area

4.1.21 cooperates with others

4.1.22 performs work with a group and/or in a group setting

4.1.23 selects materials/equipment needed for task completion

4.1.24 performs task activities:

a) counting
b) matching/sorting
c) stuffing
d) folding
e) collating/stapling
f) assembling
g) filing
h) additional:

4.1.25 uses hand tools

4.1.26 additional:

4.2.0 Career Exploration

4.2. 1 demonstrates knowledge of school work stations

4.2. 2 locates work stations

4.2. 3 dresses/grooms appropriately for work stations

4.2. 4 follows safety procedures for work

4.2. 5 reports accidents/problems

4.2. 6 observes work time schedules

4.2. 7 communicates/cooperates with co-workers/supervisors

4.2. 8 shows adaptability to various types of jobs

4.2. 9 performs work without supervision

4.2.10 maintains a high level of accuracy and rate of production for lengthy work periods

4.2.11 identifies resources for finding employment

4.2.12 locates paying jobs

4.2.13 identifies own skills

4.2.14 identifies own job skill areas of interest

4.2.15 identifies skills needed for job area of interest

4.2.16 identifies needs for additional training

4.2.17 demonstrates confidence and proficiency in interview role-playing and/or actual job interview

4.2.18 produces required information for applications

4.2.19 completes other necessary job-related forms

4.2.20 demonstrates appropriate work-related behaviors

4.2.21 participates in job visitations

4.2.22 participates in on-the-job training/evaluation sessions

4.2.23 notifies employer of absence and/or lateness

4.2.24 demonstrates basic knowledge of salary, payroll deductions, benefits, insurance and money accounts

4.2.25 additional:

4.3.0 Career Preparation

4.3. 1 develops an awareness of career clusters

4.3. 2 describes entry-level jobs associated with a given career cluster

4.3. 3 exhibits an ability to perform various work skills associated with selected job

4.3. 4 identifies local businesses/sites related to selected job

4.3. 5 secures selected job

4.3. 6 develops a realistic vocational goal

4.3. 7 lists steps/resources in achieving the vocational goal

4.3. 8 maintains a satisfactory work record

4.3. 9 additional:

5.0.0

LEISURE TIME ACTIVITIES

Definition

Leisure Time Activities refer to helping the student become more competent in the areas of selecting, planning, participating in and enjoying recreational activities. Goals for leisure time activities focus on a variety of activities both in and out of school. An attempt has been made to separate skills and knowledge needed for recreational activities from voluntary participation in such activities.

Rationale

In order to make effective use of free time, the student needs to become familiar with those activities which are available. It should not be assumed that the student will pursue leisure time activities independently; thus, instructional time should be set aside to teach the student about the constructive use of leisure time.

5.0.0

LEISURE TIME ACTIVITIES

5.1.0 Outdoor Recreational Activities

5.2.0 Indoor Recreational Activities

5.3.0 Arts, Crafts and Hobbies

5.4.0 Public Recreational Activities

5.1.0 Outdoor Recreational Activities

5.1. 1 a) demonstrates knowledge and skills for playing independently

5.1. 1 b) plays independently

5.1. 2 a) demonstrates knowledge and skills for playing with others

5.1. 2 b) plays with others

5.1. 3 a) demonstrates knowledge and skills for participating in informal playground games

5.1. 3 b) participates in informal playground games

5.1. 4 a) demonstrates knowledge and skills for participating in exercise activities

5.1. 4 b) participates in exercise activities

5.1. 5 a) demonstrates knowledge and skills for participating in recreational games

5.1. 5 b) participates in recreational games

5.1. 6 a) demonstrates knowledge and skills for participating in organized games

5.1. 6 b) participates in organized games

5.1. 7 a) demonstrates an ability to participate in extramural sports

5.1. 7 b) participates in extramural sports

5.1. 8 a) demonstrates knowledge and skills for hiking

5.1. 8 b) goes hiking

5.1. 9 a) demonstrates knowledge and skills for camping

5.1. 9 b) goes camping

5.1.10 a) demonstrates knowledge and skills for caring for outdoor animals

5.1.10 b) cares for outdoor animals

5.1.11 a) demonstrates knowledge and skills for gardening and/or caring for outdoor plants

5.1.11 b) grows a garden and/or cares for outdoor plants

5.1.12 a) demonstrates knowledge and skills for swimming

5.1.12 b) goes swimming

5.1.13 a) demonstrates knowledge and skills for boating

5.1.13 b) goes boating

5.1.14 a) demonstrates knowledge and skills for horse riding

5.1.14 b) rides a horse

5.1.15 a) demonstrates knowledge and skills for biking, riding and/or driving

5.1.15 b) goes biking, riding and/or driving

5.1.16 additional:

5.2.0 Indoor Recreational Activities

5.2. 1 a) demonstrates knowledge and skills for operating a television

5.2. 1 b) selects and watches television programs

5.2. 2 a) demonstrates knowledge and skills for operating a radio

5.2. 2 b) selects and listens to radio programs

5.3. 3 a) demonstrates knowledge and skills for operating a stereo and/or tape player

5.2. 3 b) selects and plays a stereo and/or tape player

5.2. 4 a) demonstrates knowledge and skills for using a telephone

5.2. 4 b) uses a telephone

5.2. 5 a) demonstrates knowledge and skills in caring for indoor plants

5.2. 5 b) cares for indoor plants

5.2. 6 a) demonstrates knowledge and skills for playing classroom games

5.2. 6 b) participates in classroom games

5.2. 7 a) demonstrates knowledge and skills for playing board games

5.2. 7 b) participates in board games

5.2. 8 a) demonstrates knowledge and skills for playing card games

5.2. 8 b) participates in card games

5.2. 9 a) demonstrates knowledge and skills for participating in exercise activities

5.2. 9 b) participates in exercise activities

5.2.10 a) demonstrates knowledge and skills for playing recreational games

5.2.10 b) participates in recreational games

5.2.11 a) demonstrates knowledge and skills for participating in organized games

5.2.11 b) participates in organized games

5.2.12 a) demonstrates knowledge and skills for participating in extramural sports

5.2.12 b) participates in extramural sports

5.2.13 a) demonstrates knowledge and skills for dancing

5.2.13 b) dances with others

5.2.14 a) demonstrates knowledge and skills for reading literary materials

5.2.14 b) reads literary materials

5.2.15 a) demonstrates knowledge and skills for writing formal and/or informal material

5.2.15 b) writes formal and/or informal material

5.2.16 a) demonstrates knowledge and skills for participating in dramatic performances

5.2.16 b) participates in dramatic performances

5.2.17 a) demonstrates knowledge and skills in use of musical instruments

5.2.17 b) plays a musical instrument

5.2.18 a) demonstrates knowledge and skills for visitations with friends and/or relatives

5.2.18 b) visits friends and/or relatives

5.2.19 a) demonstrates knowledge and skills for participating in/at parties

5.2.19 b) participates in/at parties

5.2.20 additional:

5.3.0 Arts, Crafts and Hobbies

5.3. 1 a) demonstrates knowledge and skills for drawing

5.3. 1 b) draws voluntarily

5.3. 2 a) demonstrates knowledge and skills for coloring, painting and color use

5.3. 2 b) makes art projects using an assortment of colors in coloring and/or painting

5.3. 3 a) demonstrates knowledge and skills in use of cutting instruments

5.3. 3 b) uses cutting instruments

5.3. 4 a) demonstrates knowledge and skills in use of adhesives

5.3. 4 b) uses glue, paste and/or tape

5.3. 5 a) demonstrates knowledge and skills in cord, leather craft, needlecraft, clay, pottery, plastic metal and/or woodworking activities

5.3. 5 b) participates in cord, leather craft, needlecraft, clay, pottery, plastic, metal and/or woodworking activities

5.3. 6 a) demonstrates knowledge and skills in photography

5.3. 6 b) takes pictures and possibly develop film

5.3. 7 a) demonstrates knowledge and skills in pet care

5.3. 7 b) cares for pets

5.3. 8 a) demonstrates knowledge and skills in developing collections (stamp, coin, etc.)

5.3. 8 b) develops collections

5.3. 9 additional:

5.4.0 Public Recreational Activities

5.4. 1 a) demonstrates knowledge of parks

5.4. 1 b) goes to a park

5.4. 2 a) demonstrates knowledge of zoos

5.4. 2 b) visits a zoo

5.4. 3 a) demonstrates knowledge of theatres

5.4. 3 b) goes to a movie and/or a play

5.4. 4 a) demonstrates knowledge of libraries

5.4. 4 b) visits a library

5.4. 5 a) demonstrates knowledge of athletic events

5.4. 5 b) goes to an athletic event

5.4. 6 a) demonstrates knowledge of museums, exhibits, talks and/or sites

5.4. 6 b) visits a museum, exhibit, talk and/or site

5.4. 7 a) demonstrates knowledge and skills for community education activities

5.4. 7 b) participates in community education activities

5.4. 8 additional: